

**TARGET GOALS**

- Establish Routines
- Beginning of Year Assessment
- Introduce Online Computer Programs: Reflex and I Ready
- Review pre requisite skills from Second Grade.
- How can you use multiplication to find how many in all?

# Third Grade Go Math Planning Calendar

## September 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7 <b>First Day</b>	8	9
				Rules and Routines	Rules and Routines	
10	11	12	13 <b>Parent Teacher Conferences</b>	14	15	16
	Rules and Routines	Rules and Routines	Rules and Routines	Rules and Routines	Rules and Routines	
17	18	19	20	21 <b>School Closed</b>	22 <b>School Closed</b>	23
	Beginning of Year Assessment	Beginning of Year Assessment	Catch Up Day	Rosh Hashanah	Rosh Hashanah	
24	25	26 <b>BOY Due!</b>	27	28	29	30

### Chapter 3: Understand Multiplication

Review of Pre-Requisite Skills    Show What You Know    Chapter Lessons

#### Due Dates

**BOY Go Math! Completed and Scanned by September 26, 2017**

#### Notes and Accommodations

- Spend time going over routines and reviewing 2<sup>nd</sup> Grade content by using the Getting Ready for 2<sup>nd</sup> Grade Lessons.
- Be advised of the changes in the sequence of Go Math Chapters. Chapters 3-11 will be taught first followed by Chapter 2, 1 and finally 12.

**REMOVE LESSONS: 3.3, 3.4; 4.6**

### Common Core Learning Standards

### UNIT 3

CC.3.OA.1: Interpret products of whole numbers, e.g., interpret  $5 \times 7$  as the total number of objects in 5 groups of 7 objects each.

CC.3.OA.3: Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawing and equations with a symbol for the unknown number to represent the problem.

CC.3.OA.5: Apply properties of operations as strategies to multiply and divide.

CC.3.OA.8: Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

## TARGET GOALS

- Utilize Online Computer Programs: Reflex and I Ready
- How can you use multiplication to find how many in all?
- What strategies can you use to multiply?
- How can you use multiplication facts, place value, and properties to solve multiplication problems?

# Third Grade Go Math Planning Calendar

## October 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
	Chapter 3: Basic Facts and Relationships	Chapter 3: Basic Facts and Relationships Review, Assessment, Post Assessment Review		Chapter 4: Multiplication Facts and Strategies Review of Pre-Requisite Skills Show What You Know Chapter Lessons		
8	9 School Closed	10	11 Chapter 3 Due!	12	13	14
	Columbus Day	Chapter 4: Multiplication Facts and Strategies Show What You Know Chapter Lessons				
15	16	17	18	19	20	21
	Chapter 4: Multiplication Facts and Strategies Show What You Know Chapter Lessons					
22	23	24	25	26	27	28
	Chapter 4: Multiplication Facts and Strategies	Chapter 4: Multiplication Facts and Strategies Review, Test, Post Assessment Review		Chapter 5: Use Multiplication Facts Review of Pre-Requisite Skills Show What You Know Chapter Lessons		
	Chapter 5: Use Multiplication Facts Review of Pre-Requisite Skills Show What You Know Chapter Lessons					
29	30	31 BOY IReady Due!				
	Chapter 5: Use Multiplication Facts Review of Pre-Requisite Skills Show What You Know Chapter Lessons					

### Due Dates

Go Math Chapter 3 Completed and Scanned by OCTOBER 11, 2017  
BOY IReady Diagnostic Completed by OCTOBER 31, 2017

### Notes and Accommodations

REMOVE LESSONS: 3.3, 3.4; 4.6; 5.2  
EXTEND LESSONS: 4.3 (3 Days), 4.9 (2 Days), 5.5 (2 Days)  
Use Engage NY Lessons to supplement

### Common Core Learning Standards

### UNIT 3

CC.3.OA.1: Interpret products of whole numbers, e.g., interpret  $5 \times 7$  as the total number of objects in 5 groups of 7 objects each.  
CC.3.OA.3: Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawing and equations with a symbol for the unknown number to represent the problem.  
CC.3.OA.5: Apply properties of operations as strategies to multiply and divide.  
CC.3.OA.8: Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

### Common Core Learning Standards

### UNIT 4

CC.3.OA.3: Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.  
CC.3.OA.5: Apply properties of operations as strategies to multiply and divide. (Commutative Property, Associative Property & Distributive Property)  
CC.3.OA.7: Fluently multiply and divide with 100, using strategies such as the relationship between multiplication and division (e.g., knowing that  $8 \times 5 = 40$ , one knows  $40 \div 5 = 8$ ) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.  
CC.3.OA.9: Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.  
CC.3.OA.8: Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

### Common Core Learning Standards

### UNIT 5

CC.3.NBT.3: Use place value understanding and properties of operations to perform multi-digit arithmetic. Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g.,  $9 \times 80$ ,  $5 \times 60$ ) using strategies based on place value and properties of operations.

## TARGET GOALS

- Foster student independence with Online Computer Programs: Reflex and I Ready
- How can you use multiplication facts, place value, and properties to solve multiplication problems?
- How can you use division to find how many in each group or how many equal groups?

# Third Grade Go Math Planning Calendar November 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			<b>I Chapter 4 Due!</b>	<b>2</b>	<b>3</b>	<b>4</b>
			<b>Chapter 5: Use Multiplication Facts</b> Chapter Lessons	<b>Chapter 5: Use Multiplication Facts</b> Review, Test		
<b>5</b>	<b>6</b>	<b>7 NO STUDENTS</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>
	<b>Chapter 5: Use Multiplication Facts</b> Post Assessment Review	<b>Election Day Conference Day</b>	<b>Chapter 6: Understand Division</b> Review of Pre-Requisite Skills Show What You Know Chapter Lessons			
<b>12</b>	<b>13 Chapter 5 Due!</b>	<b>14</b>	<b>15</b>	<b>16 Parent Teacher Conferences: Half Day</b>	<b>17</b>	<b>18</b>
	<b>Chapter 6: Understand Division</b> Review of Pre-Requisite Skills Show What You Know Chapter Lessons					
<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23 School Closed</b>	<b>24 School Closed</b>	<b>25</b>
	<b>Chapter 6: Understand Division</b> Chapter Lessons		<b>Chapter 6: Understand Division</b> Review, Test	<b>Thanksgiving Recess</b>	<b>Thanksgiving Recess</b>	
<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>		
	<b>Chapter 6: Understand Division</b> Post Assessment Review	<b>Catch Up Day</b>	<b>Catch Up Day</b>	<b>Chapter 7: Division Facts and Strategies</b>		

### Due Dates

**Go Math Chapter 4 Completed and Scanned by November 1, 2017**  
**Go Math Chapter 5 Completed and Scanned by November 13, 2017**

### Notes and Accommodations

**REMOVE LESSONS: 5.2, 6.5**  
**EXTEND LESSONS: 5.5 (2 Days)** Use Engage NY Lessons to supplement

## Common Core Learning Standards

CC.3.NBT. 3: Use place value understanding and properties of operations to perform multi-digit arithmetic. Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g.,  $9 \times 80$ ,  $5 \times 60$ ) using strategies based on place value and properties of operations.

## Common Core Learning Standards

## UNIT 5

## UNIT 6

CC.3.OA.3: Represent and solve problems involving multiplication and division. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

CC.3.OA.2: Represent and solve problems involving multiplication and division. Interpret whole-number quotients of whole numbers, e.g., interpret  $56 \div 8$  as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.

CC.3.OA.6: Understand properties of multiplication and the relationship between multiplication and division. Understand division as an unknown-factor problem.

CC.3.OA.7: Multiply and Divide within 100. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that  $8 \times 5 = 40$ , one knows  $40 \div 5 = 8$ ) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

CC.3.OA.5: Understand properties of multiplication and the relationship between multiplication and division. Apply properties of operations as strategies to multiply and divide.

**TARGET GOALS**

- Monitor student independence with Online Computer Programs: Reflex and I Ready
- What strategies can you use to divide?

# Third Grade Go Math Planning Calendar

## December 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
					Chapter 7: Division Facts and Strategies	
3	4 Chapter 6 Due!	5	6	7	8	9
	Chapter 7: Division Facts and Strategies Review of Pre-Requisite Skills   Show What You Know   Chapter Lessons					
10	11	12	13	14	15	16
	Chapter 7: Division Facts and Strategies Review of Pre-Requisite Skills   Show What You Know   Chapter Lessons					
17	18	19	20	21	22	23
	Chapter 7: Division Facts and Strategies Review of Pre-Requisite Skills   Show What You Know   Chapter Lessons	Chapter 7: Division Facts and Strategies Review, Test, Post Assessment Review			Catch Up Day	
24	25 NO SCHOOL	26 NO SCHOOL	27 NO SCHOOL	28 NO SCHOOL	29 NO SCHOOL	30
	Winter Recess	Winter Recess	Winter Recess	Winter Recess	Winter Recess	
31						

**Due Dates**

Go Math Chapter 6 Completed and Scanned by December 4, 2017

**Notes and Accommodations**

REMOVE LESSONS: 7.11

EXTEND LESSONS: 7.9 (3 Days) Use Learn Zillion to supplement

**Common Core Learning Standards****UNIT 7**

Include standards OA.3 and OA.7 from unit 6

CC.3.OA.4 Represent and solve problems involving multiplication and division.

Determine the unknown whole number in a multiplication or division equation relating three whole numbers.

CC.3.OA.8 Solve problems involving the four operations, and identify and explain patterns in arithmetic.

Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

## TARGET GOALS

- Monitor student independence with Online Computer Programs: Reflex and I Ready
- How can you use fractions to describe how much or how many?
- How can you compare fractions?
- Middle of the Year Assessment. How are students progressing toward mastery of Third Grade Standards?

# Third Grade Go Math Planning Calendar

## January 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	<b>I NO SCHOOL</b>	<b>2</b>	<b>3</b>	<b>4 Chapter 7 Due!</b>	<b>5</b>	<b>6</b>
	<b>Winter Recess</b>	<b>Chapter 8: Understand Fractions</b> Review of Pre-Requisite Skills Show What You Know Chapter Lessons				
<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>
	<b>Chapter 8: Understand Fractions</b> Review of Pre-Requisite Skills Show What You Know Chapter Lessons	<b>Chapter 8: Understand Fractions</b> Review, Test, Post Assessment		<b>Middle of the Year Test</b>		
<b>14</b>	<b>15 NO SCHOOL</b>	<b>16</b>	<b>17</b>	<b>18 Chapter 8 Due!</b>	<b>19</b>	<b>20</b>
	<b>MLK Jr. Day</b>	<b>Middle of the Year Test</b>	<b>Chapter 9: Compare Fractions</b> Review of Pre-Requisite Skills Show What You Know Chapter Lessons			
<b>21</b>	<b>22</b>	<b>23 MOY DUE!</b>	<b>24</b>	<b>25</b>	<b>2</b>	<b>27</b>
	<b>Chapter 9: Compare Fractions</b> Review of Pre-Requisite Skills Show What You Know Chapter Lessons				<b>Chapter 9: Compare Fractions</b> Review, Test	
<b>28</b>	<b>29</b>	<b>30</b>	<b>31 MOY IReady Due!</b>			
	<b>Chapter 9: Compare Fractions</b> Post Assessment	<b>Chapter 10: Time, Length, Liquid Volume, and Mass</b> Review of Pre-Requisite Skills Show What You Know Chapter Lessons				

### Due Dates

**Go Math Chapter 7 Completed and Scanned by January 4, 2018**  
**Go Math Chapter 8 Completed and Scanned by January 18, 2018**  
**Middle of the Year Go Math! Completed and Scanned by January 23, 2018**  
**MOY IReady Diagnostic Completed by January 31, 2018**

### Notes and Accommodations

**REMOVE LESSONS: 8.1, 8.2, 8.7, 8.8, 9.5**  
**EXTEND LESSONS:**  
 8.5 (3 Days) Use Engage NY to supplement  
 9.4 (3 Days) Use Engage NY and Illustrative Math to supplement  
 9.7 (2 Days) Use Engage NY and Learn Zillion to supplement

### Common Core Learning Standards

### UNIT 8

CC.3.NF.1: Develop understanding of fractions as numbers. Understand a fraction  $\frac{1}{b}$  as the quantity formed by 1 part when a whole is partitioned into  $b$  equal parts; understand a fraction  $\frac{a}{b}$  as the quantity formed by  $a$  parts of size  $\frac{1}{b}$ .  
 CC.3.NF.2: Understand a fraction as a number on the number line; represent numbers on a number line diagram.  
 CC.3.NF.2a: Represent a fraction  $\frac{1}{b}$  on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into  $b$  equal parts. Recognize that each part has size  $\frac{1}{b}$  and that the endpoint of the part based at 0 locates the number  $\frac{1}{b}$  on the number line.  
 CC.3.NF.2b: Represent a fraction  $\frac{a}{b}$  on a number line diagram by marking off  $a$  lengths  $\frac{1}{b}$  from 0. Recognize that the resulting interval has size  $\frac{a}{b}$  and that its endpoint locates the number  $\frac{a}{b}$  on the number line.  
 CC.3.NF.3: Explain equivalence of fractions in special cases  
**CC.3.NF.1: Develop understanding of fractions as numbers.** Understand a fraction  $\frac{1}{b}$  as the quantity formed by 1 part when a whole is partitioned into  $b$  equal parts; understand a fraction  $\frac{a}{b}$  as the quantity formed by  $a$  parts of size  $\frac{1}{b}$ .

### Common Core Learning Standards

### UNIT 9

CC.3.NF.3: Develop an understanding of fractions as numbers.  
 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.  
 CC.3.NF.3d:  
 Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols  $>$ ,  $=$ ,  $<$ , and justify the conclusions, e.g., by using a visual fraction model.  
 CC.3.NF.3a:  
 Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.

### Common Core Learning Standards

### Unit 10

CC.3.MD.1: Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.  
 Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.  
 CC.3.MD.4: Represent and interpret data.  
 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.  
 CC.K-12.MP.4: Model with mathematics.  
**CC.K-12.MP.5: Use appropriate tools strategically.**

## TARGET GOALS

- Monitor student progress with Online Computer Programs: Reflex and I Ready
- How can you tell time and use measurement to describe the size of something?

# Third Grade Go Math Planning Calendar

## February 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
				Chapter 10: Time, Length, Liquid Volume, and Mass Review of Pre-Requisite Skills Show What You Know Chapter Lessons		
4	5 Chapter 9 Due!	6	7	8	9	10
	Chapter 10: Time, Length, Liquid Volume, and Mass Review of Pre-Requisite Skills Show What You Know Chapter Lessons				Chapter 10: Time, Length, Liquid Volume, and Mass Review, Test	
11	12	13	14	15	16 NO SCHOOL	17
	100 <sup>th</sup> Day of School	Chapter 10: Time, Length, Liquid Volume, and Mass Post Assessment	Catch Up Day	Catch Up Day	Mid Winter Recess	
18	19 NO SCHOOL	20 NO SCHOOL	21 NO SCHOOL	22 NO SCHOOL	23 NO SCHOOL	24
	Mid Winter Recess	Mid Winter Recess	Mid Winter Recess	Mid Winter Recess	Mid Winter Recess	
25	26	27 Chapter 10 Due!	28			
	Chapter 11: Perimeter and Area Review of Pre-Requisite Skills Show What You Know Chapter Lessons					

### Due Dates

Go Math Chapter 9 Completed and Scanned by February 5, 2018  
Go Math Chapter 10 Completed and Scanned by February 27, 2018

### Notes and Accommodations

REMOVE LESSONS: 10.2, 10.5, 11.8  
EXTEND LESSONS:  
10.9 (2 Days) Use Learn Zillion to supplement  
11.7 (2 Days) Use Engage NY and Learn Zillion to supplement  
11.10 (2 Days) Use Engage NY to supplement

### Common Core Learning Standards

### Unit 10

CC.3.MD.1: Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.  
CC.3.MD.4: Represent and interpret data.  
Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.  
CC.K-12.MP.4: Model with mathematics.  
CC.K-12.MP.5: Use appropriate tools strategically.

### Common Core Learning Standards

### Unit 11

CC.3.MD.8 Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.  
Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.  
CC.3.MD.7 Geometric Measurement: understand concepts of area and relate area to multiplication and to addition.  
Relate area to the operations of multiplication and addition  
a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying side lengths.  
b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real-world and mathematical problems, and represent whole number products as rectangular areas in mathematical reasoning.  
c. Use tiling to show in a concrete case that the area of a rectangle with whole number side lengths  $a$  and  $b+c$  is the sum of  $a \times b$  and  $a \times c$ . Use area models to represent the distributive property in mathematical reasoning.  
d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.



**TARGET GOALS**

- Monitor student progress with Online Computer Programs: Reflex and I Ready
- How can you solve problems involving perimeter and area?
- How can you represent and interpret data?

# Third Grade Go Math Planning Calendar

## March 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
				<b>Chapter II: Perimeter and Area</b> Review of Pre-Requisite Skills Show What You Know Chapter Lessons		
4	5	6	7	8	9	10
	<b>Chapter II: Perimeter and Area</b> Review of Pre-Requisite Skills Show What You Know Chapter Lessons					
11	12	13	14	15 Parent Teacher Conferences Half Day	16	17
	<b>Chapter II: Perimeter and Area</b> Review of Pre-Requisite Skills Show What You Know Chapter Lessons			Catch Up Day	Chapter II: Perimeter and Area Review, Test	
18	19	20	21	22	23	24
	Chapter II: Perimeter and Area Post Assessment Review	<b>Chapter 2: Represent and Interpret Data</b> Review of Pre-Requisite Skills Chapter Lessons				
25	26 Chapter II Due!	27	28	29	30 <b>NO SCHOOL</b>	31
	<b>Chapter 2: Represent and Interpret Data</b> Review of Pre-Requisite Skills Chapter Lessons				<b>SPRING RECESS</b>	
Due Dates				Notes and Accommodations		
Go Math Chapter II Completed and Scanned by March 26, 2018				REMOVE LESSONS: 11.8, 2.1 EXTEND LESSONS: 11.7 (2 Days) Use Engage NY and Learn Zillion to supplement 11.10 (2 Days) Use Engage NY to supplement		
<b>Common Core Learning Standards</b> CC.3.MD.8 Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters. CC.3.MD.7 Geometric Measurement: understand concepts of area and relate area to multiplication and to addition. Relate area to the operations of multiplication and addition a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying side lengths. b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real-world and mathematical problems, and represent whole number products as rectangular areas in mathematical reasoning. c. Use tiling to show in a concrete case that the area of a rectangle with whole number side lengths $a$ and $b+c$ is the sum of $a \times b$ and $a \times c$ . Use area models to represent the distributive property in mathematical reasoning. d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.				<b>Unit II</b> <b>Common Core Learning Standards</b> CC.3.MD.3: Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one-and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. CC.3.MD.4: Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters. CC.3.OA.8: Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. CC.3.NBT.2: Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.		

## TARGET GOALS

- Monitor student progress with Online Computer Programs: Reflex and I Ready
- How can you represent and interpret data?
- How can you add and subtract whole numbers and decide if an answer is reasonable?

# Third Grade Go Math Planning Calendar April 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 <b>NO SCHOOL</b>	3 <b>NO SCHOOL</b>	4 <b>NO SCHOOL</b>	5 <b>NO SCHOOL</b>	6 <b>NO SCHOOL</b>	7
	Spring Recess	Spring Recess	Spring Recess	Spring Recess	Spring Recess	
8	9	10	11	12	13	14
	Chapter 2: Represent and Interpret Data Review, Test, Post Assessment		NYS ELA EXAM	NYS ELA EXAM	NYS ELA EXAM	
15	16	17 Chapter 2 Due!	18	19	20	21
	Chapter 1: Addition and Subtraction within 1000 Review of Pre-Requisite Skills Chapter Lessons					
22	23	24	25	26	27	28
	Chapter 1: Addition and Subtraction within 1000 Review of Pre-Requisite Skills Chapter Lessons					
29	30					
	Chapter 1: Addition and Subtraction within 1000 Review, Test					
Due Dates			Notes and Accommodations			
Go Math Chapter 2 Completed and Scanned by April 17, 2018			REMOVE LESSONS: 2.1 EXTEND LESSONS: 1.7 (2 Days) Use Engage NY to Supplement 1.11 (2 Days) Use Engage NY to Supplement			

## Common Core Learning Standards

## Unit 2

CC.3.MD.3: Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one-and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.  
 CC.3.MD.4: Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.  
 CC.3.OA.8: Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.  
 CC.3.NBT.2: Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

## Common Core Learning Standards

## Unit 1

CC.3.OA.9 Solve problems involving the four operations, and identify and explain patterns in arithmetic.  
 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.  
 CC.3.NBT.1 Use place value understanding and properties of operations to perform multi-digit arithmetic.  
 Use place value understanding to round whole numbers to the nearest 10 Or 100.  
 CC.3.NBT.2 Use place value understanding and properties of operations to perform multi-digit arithmetic.  
 Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.  
 CC.3.OA.8 Solve problems involving the four operations, and identify and explain patterns in arithmetic.  
 Solve two step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.



## TARGET GOALS

- Monitor student progress with Online Computer Programs: Reflex and I Ready
- How can you add and subtract whole numbers and decide if an answer is reasonable?
- What are some ways to describe and classify two-dimensional shapes?

# Third Grade Go Math Planning Calendar May 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
		NYS Math Exam	NYS Math Exam	NYS Math Exam	Chapter 1: Addition and Subtraction within 1000 Post Assessment	
6	7	8	9	10	11 Chapter 1 Due!	12
	Chapter 12: Two-Dimensional Shapes Review of Pre-Requisite Skills Chapter Lessons Review of Pre-Requisite Skills Chapter Lessons					
13	14	15	16	17	18	19
	Chapter 12: Two-Dimensional Shapes Review of Pre-Requisite Skills Chapter Lessons		Chapter 12: Two-Dimensional Shapes Review, Test, Post Assessment Review		Catch Up Day	
20	21	22	23 Parent Teacher Conferences	24 Chapter 12 Due!	25	26
	End of Year Test	End of Year Test	End of Year Test			
27	28 NO SCHOOL	29	30 EOY DUE!	31		
	Memorial Day	Getting Ready for 4 <sup>th</sup> Grade Lesson 1	Getting Ready for 4 <sup>th</sup> Grade Lesson 2			
Due Dates			Notes and Accommodations			
Go Math Chapter 2 Completed and Scanned by May 1, 2018 Go Math Chapter 1 Completed and Scanned by May 11, 2018 Go Math Chapter 12 Completed and Scanned by May 24, 2018 End of Year GO Math! Completed and Scanned by May 30, 2018			REMOVE LESSONS: 12.1, 12.2, 12.7, 12.8			

## Common Core Learning Standards

## Unit 1

CC.3.OA.9 Solve problems involving the four operations, and identify and explain patterns in arithmetic.  
Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.  
CC.3.NBT.1 Use place value understanding and properties of operations to perform multi-digit arithmetic.  
Use place value understanding to round whole numbers to the nearest 10 or 100.  
CC.3.NBT.2 Use place value understanding and properties of operations to perform multi-digit arithmetic.  
Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.  
CC.3.OA.8 Solve problems involving the four operations, and identify and explain patterns in arithmetic.  
Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

## Common Core Learning Standards

## Unit 12

CC.3.G.1: Reason with shapes and their attributes.  
Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals).  
Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.  
CC.3.G.2: Reason with shapes and their attributes.  
Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.

**TARGET GOALS**

- Reflect on student mastery. Review necessary standards and topics to prepare for Fourth Grade

# Third Grade Go Math Planning Calendar

## June 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
					Getting Ready for 4 <sup>th</sup> Grade Lesson 3	
3	4	5	6	7 <b>NO STUDENTS</b>	8	9
	Getting Ready for 4 <sup>th</sup> Grade Lesson 4	Getting Ready for 4 <sup>th</sup> Grade Lesson 5	Getting Ready for 4 <sup>th</sup> Grade Lesson 6	<b>Chancellor's Conference Day</b>	Getting Ready for 4 <sup>th</sup> Grade Lesson 7	
10	11 <b>NO STUDENTS</b>	12	13	14	15 <b>NO SCHOOL</b>	16
	<b>Clerical Day</b>	Getting Ready for 4 <sup>th</sup> Grade Lesson 8	Getting Ready for 4 <sup>th</sup> Grade Lesson 9	Getting Ready for 4 <sup>th</sup> Grade Lesson 10	<b>Eid al-Fitr</b>	
17	18	19 <b>EOY IREADY Due!</b>	20	21	22	23
	Getting Ready for 4 <sup>th</sup> Grade Lesson 11	Getting Ready for 4 <sup>th</sup> Grade Review Lessons 1-11	Getting Ready for 4 <sup>th</sup> Grade Review Lessons 1-11	Getting Ready for 4 <sup>th</sup> Grade Review Lessons 1-11	Getting Ready for 4 <sup>th</sup> Grade Review Lessons 1-11	
24	25	26	27	28	29	30
	Getting Ready for 4 <sup>th</sup> Grade Review Lessons 1-11	<b>LAST DAY OF SCHOOL</b>				
<b>Due Dates</b>				<b>Notes and Accommodations</b>		
EOY IReady Diagnostic Completed by OCTOBER 27, 2017				<ul style="list-style-type: none"> <li>• Complete a year end review of all standards taught to wrap up the end of the year OR begin the Getting Ready for Fourth Grade Lessons.</li> </ul>		